



Using Observation and Documentation

RESOURCES TO SUPPORT YOUR LEARNING

Use these additional resources to learn more about observing young children and documenting learning and development. Follow the links below to access the resources, or pull them off your bookshelf.

GENERAL EARLY CHILDHOOD RESOURCES

Head Start—National Center on Quality Teaching and Learning—Ongoing Child Assessment: Collecting and Using Anecdotal Records

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/assessment/iss/collect.html>

EXPLORE: *What Are Anecdotal Records?* 0:29–1:08.

This four-minute video gives examples of teachers collecting and using anecdotal records in a variety of ways.

Early Head Start National Resource Center—Observation: The Heart of Individualizing Responsive Care

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-15-observation.pdf>

EXPLORE: *Identifying the “Lenses” Through Which Staff and Families Observe Children* pp. 6–11

This paper discusses the purpose and importance of observation, offers ideas around focusing observations, and illustrates different lenses used in observation and how observation relates to assessment.

Head Start—Training Guides for the Head Start Learning Community—Observation and Recording: Tools for Decision Making

<http://files.eric.ed.gov/fulltext/ED407134.pdf>

EXPLORE: *Module 1: Using Observation in Early Childhood Programs* pp. 9–32

This Head Start training guide on observation and recording includes discussion of classroom observation techniques, record keeping, parent relations, and decision-making.

National Association for the Education of Young Children—The Power of Documentation in the Early Childhood Classroom

<https://www.naeyc.org/files/tyc/file/Seitz.pdf>

EXPLORE: *What Should We Document?* pp. 89–90

This article describes the process of documenting children’s learning and interactions. Suggested topics for documentation are presented, as well as ideas around planning and what information to share in the documentation to make learning visible.

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CALIFORNIA RESOURCES

California Department of Education—California Infant/Toddler Curriculum Framework

<http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>

EXPLORE: *The Curriculum Planning Cycle* pp. 28–32

Use of reflection at each stage of the curriculum planning process is described.

California Department of Education—California Preschool Curriculum Framework: Volume 1

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>

EXPLORE: *The Curriculum-Planning Process* pp. 19–24

The curriculum-planning process, with observation at its heart, is explained with examples.

California Department of Education—California Early Childhood Educator Competencies: Observation, Screening, Assessment, and Documentation

<https://youtu.be/O9-wCY3-MZk?t=14m41s>

EXPLORE: *Interpretation, Planning, and Implementation* 14:41–15:49.

This video discusses the importance of observation and documentation in an early childhood setting. Watch to see an example of teachers discussing and reflecting on observational evidence.

For more information on *Effective Assessment* go to E4's PD2GO website.